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AUTHOR Betters, Elaine B.
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ABSTRACT

A curriculum was developed for 18 at-risk students at the fourth grade level, integrating state minimum skills for math and communication. The goal was to teach basic skills and critical thinking skills (CTS), and to see an increase in motivation, self-esteem, and student attendance through a hands-on project of building a dollhouse and its furniture. Results indicated that the three-phase program of four weeks, five weeks, and three weeks respectively, showed an increase in all areas addressed. (Four tables of data are included. Extensive appendixes include past reading scores, pre and post test results, student' examples, self-esteem and attitude survey, CTS checklists, list of skills which may be incorporated into the program, and comments from individuals involved. Seventeen references are attached.) (PRA)

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ALTERNATIVE CURRICULUM FOR STUDENT-AT-RISK
Integrating State Minimum Skills
For
Math and Communications

by
Elaine B. Betters

A Practicum Report
submitted to the Faculty of the Center for
the Advancement of Education of Nova University,
in partial fulfillment of the requirements for
the degree of Master of Science

The Abstract of this report may
be placed in a National Database
System for reference

June/1991

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ABSTRACT

Alternative Curriculum for Students-At-Risk:
Integrating State Minimum Skills for Math and Communication.
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The Center for the Advancement of Education.
Descriptors: Elementary Education/High Risk Students/
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Dropout Prevention/Dropout Programs/Low Achievement/
Academic Aspiration/Academic Aptitude/Learning Motivation/
Curriculum Development/Curriculum Enrichment/Student
Centered Curriculum

The writer developed and implemented an alternative curriculum for at-risk students at the fourth grade level, integrating state minimum skills for math and communication. Through a hands-on project of building a dollhouse and its furniture, the goal of the writer was to teach basic skills, critical thinking skills (CTS), and also, see an increase in motivation, self-esteem, and student attendance. The three phase program of four weeks, five weeks, and three weeks respectively, did show an increase in all areas addressed. The appendices include past reading scores, pre and post test results, students' examples, self-esteem and attitude survey, CTS checklists, list of skills which may be incorporated into the program, and comments from individuals involved.

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the works of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Elaine B. Betters

Elaine B. Betters

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CHAPTER I

Purpose

Background

The writer conducted the proposed study at a school site located in Southwestern Florida. The site was in a small, but growing, district where the student population had increased between six and eight percent each year. There were approximately 12,000 school children enrolled in the district. The research site had a total of 688 students in grades kindergarten through five. Of the 688 students enrolled, 80.5 percent were Caucasian, 17.5 percent were Black, 1.6 percent were Mexican-American, .3 percent were Asian, and .3 percent were American Indian. The staff population was 91 percent Caucasian and 9 percent Black. The socio-economic breakdown was 52 percent middle and upper-middle income, and 48 percent low income. As supported by the school records, 48 percent of the students enrolled at the research site were receiving free or reduced lunch.

The site's county population was composed of a majority of retired individuals and young middle to low income families. Most job opportunitites were in the construction field or service industries. The population was a little over 100,000 and was expected to increase eight to ten percent yearly. In the last ten years, the population has changed nearly 90 percent.

The effect on the district school plan has shown the need to build one high school, three junior high schools, and three elementary schools. With the influx of the population has come many of the socio-economic problems that might characteristically lend itself to more students-at-risk. Nationally these characteristics have been recognized as single-parent families, both parents working full time, unemployment, minimum wage earners, and other conditions that cause instability in childrens' lives. Due to the demographics, there was a need in the writer's district to find alternative methods of education for the at-risk students.

The physical arrangement of the site was a one story plan divided into four connected wings. It also housed a separate exceptional student wing, a cafetorium, a media center, a computer lab, and a school administrative office. Table One on the next page shows the staff breakdown.

Table One

Staff Assignments

Staff	Number
Principal	1
Assistant Principal	1
Primary Education Program Specialist (PREP)	1
Guidance Counselor	1
Teachers:	
Kindergarten	4
First Grade	4
Second Grade	5
Third Grade	4
Fourth Grade	4
Fifth Grade	4
ESE	3
Music	1
Art	1
Computer	1
P.E.	1
Media Specialist	1
Secretaries	2
Full-time Aides	11
Maintenance	4
Total	54

Within the fourth and fifth grades, one class, at each level, was assigned for students-at-risk. There were 10 full time aides, who shared equal time in their assigned grade level classes, and one full time aide assigned to the two student-at-risk classes. The regular classroom ratio of students to teacher was 27:1, while the ratio in the at-risk classes was limited to 20:1.

The writer had been teaching in the district for five years, three of which had been at this site. The position held was an instructor for the Program for Successful Learning (PSL) in the fourth grade. In this self-contained classroom, the aide was available for one-half of each school day. Table Two outlines the daily schedule of classes held.

Table Two

Daily Schedule

8:00	-	8:30	Opening Exercises
8:30	-	9:30	Reading
9:30	-	9:50	Spelling
9:50	-	10:25	Specials
10:30	-	11:00	Chapter I Reading Lab
11:00	-	11:55	Math
12:03	-	12:33	Lunch
12:40	-	1:00	Recess
1:00	-	2:00	Science/Social Studies
2:05	-	2:15	Dismissal
2:15	-	2:45	Planning

This schedule was extrememly flexible, and was determined by the needs of the students. Although specific times had been allotted for each subject, the wholistic or thematic approach was often used, with the textbooks strictly used as reference materials. Productive instructional time with the PSL class was generally during the morning hours, with the afternoon used for review and creative art activities. As in most situations, the writer took full advantage of any time students were able to concentrate on knowledge acquiring, whether morning or afternoon.

The target group consisted of 19 students, ages nine to eleven years old. All students had been placed in this class through careful evaluation of the recommended guidelines set by the state and the district. Both tangible and intangible criteria were considered when selecting students for placement in an at-risk class. Also, it was a voluntary program where parental permission was needed. The main objective for students placed in this self-contained class, was for all the students to achieve success in the basic subject areas, of math and communications, through intense individualized instruction. Through successful achievements, the targeted group would, within a year or two, be mainstreamed into a traditional classroom setting.

Program qualifications required each student to possess at least one tangible characteristic as specified by the state and district guidelines. The tangible characterisitics for admission were:

1. At least one year prior retention
2. A D or an F in math or communications
3. A poor attendance record
4. Previous summer school attendance
5. Below grade level scores on standardized tests

Intangible characterisitics were also used in selecting at-risk students. They included:

1. Low motivation
2. Low self-esteem
3. Inadequate social skills
4. Staff recommendation

All cases were reviewed by qualified staff at the school site, which included the principal, guidance counselor, health care worker, and teachers. When a student met the criteria, the parents or guardians were individually called for a staff meeting. Together, the decision was then made to enroll, or not to enroll, the student into the program. Therefore, strict adherence to the specified guidelines ensured proper placement of the students involved.

The writer's research site and targeted fourth grade group selected for implementation identified a definite need for an at-risk curriculum. Of the 19 students in the program, 14 qualified for Chapter 1 assistance as evidenced by the results of standardized test scores (Appendix A:49). Ten of the selected group had been retained at least once in the primary grades and 12 had attended summer school sessions to acquire needed skills in math and communications. All, with the exception of five, had had poor academic grades, as evidenced with D's or F's in math or communications on their third grade report cards.

The targeted group had also been under informal evaluation, by the writer's mentor, the site's PREP specialist, for the duration of their primary years. Various suggested strategies attempted during the previous years had shown no major gains in academic improvement. As a deterrent to

dropping out of school, the district had felt the need to implement a PSL at the elementary level.

The school district had a state approved plan which had been in effect for three years. There were seven fourth and fifth grade units in the district. Careful analysis was being conducted for recording the progress of the program. A new alternative high school had also been established to further enhance the strategies developed at the elementary and middle school levels.

The 1989-1990 district figures had shown that the dropout rate was 5.9 percent. Although identifying dropouts varies from area to area, the writer's school district felt that a definite undertaking for alternative education was needed. Major efforts were underway to keep the district dropout level to a minimum.

The Problem

The targeted group for this practicum consisted of 19 students who qualified for the PSL developed by the school district. Of the tangible criteria used to select the students, one-third of the students had poor attendance the previous school year, with an average of 20 school days unattended. Reasons for the absences were simply listed as unexcused.

The district's policy was for parents to phone in absences or send a written statement. Those that had excused

The district's policy was for parents to phone in absences or send a written statement. Those that had excused absences were minimal. Also, the district was very conscious of the lice situation and many students were out for this problem. Legally three excused absences are allowed to remedy the situation, but after three days it was considered an unexcused absence. Two students in the targeted group had missed three weeks of school for this particular problem. Athough attempts were made to return to school, these students were not allowed to attend until the situation was completely erradicated.

Another problem of the targeted group was low standardized test scores. Within the group, 14 had scored one grade level or more below their peers in math and communicaiton skills, as evidenced in scores from the tests given in the spring of 1990. Fourteen students now receive daily, one-half hour Chapter 1 remedial services. Retention was another characterisitic with the targeted group. Nine of the students had been retained at least once since kindergarten

Through staffings with certified personnel, these students had been selected to participate in the PSL to help alleviate the identified deficits. With parental approval, the students in the group participated in the program for at least one year. Mastery of the state's minimum skills in math and

One of the major discrepancies noted within the target group was poor attendance. As evidenced by the records for the 1989-90 school year, more than 18 unexcused absences was a qualifying factor in retaining the student. From the target group, seven would have been retained in the third grade using this criteria. Student absences should be, at a maximum, no more than 10 days total, per school year.

Missed instructional time, and inappropriate feedback led to insufficient evaluation of the students success in the mastery of the various skills. This loss was highlighted in the results of the previous spring testing. Fourteen students from the target group scored at least one grade level below their peers on the national level. This discrepancy also qualified students to either attend summer school for advancement to the next grade level, or non-attendance meant students would be retained. Students should be at the grade level of their peers.

Other problems of concern were those of poor self-esteem, poor motivation, and lack of interest in school as a whole. Although the targeted group was of average intelligence, the teacher evaluations and observations did not reflect positive self-esteem, motivation, or interest in school.

The feeling of success was needed to rebuild the desired characteristics used for functioning in the school environment. The traditional classroom setting of the previous school years had not achieved these desired characteristics in the targeted group. These students needed to develop all of the above to also function in the community outside of the school.

A final discrepancy within the targeted group concerned the area of critical thinking. Teacher observations revealed that the students had not developed skills in this area. When asked various questions, there was the inability to transfer known knowledge to other areas. Also, these students were not able to analyze facts to detect if the information was pertinent or relevant to a statement. Falsehoods could not be distinguished from reality statements. These fourth grade students had not acquired any of these abilities. Possibly too much emphasis had been placed on just being able to get the traditional work completed. Students should be able to use all of the above mentioned skills and show a better application of them.

In their previous years, the group had somehow lost the relevancy of school work to their own lives. The group had become concerned, or unconcerned, about the importance of why they needed to learn the various material. Relevancy had been lost, and what had developed was lack of motivation, low

self-esteem, poor test scores, the inability to cooperate, and the feeling of failure. Apathy prevailed prior to the fourth grade, when students should have been enjoying the school setting.

The writer's mentor had identified other potential at-risk students in other grade levels. The teachers of these students had found it difficult to modify the curriculum strategies to help with these pupils' deficits. These educators were teaching the basic skills, but time and other resources were limited. Many potential students-at-risk existed in the primary level where pupils should have been gaining skills and confidence.

It was statistically known that students-at-risk appeared to be deficient in the basic areas of math and communication. Coordination of a grogram that explicitly addressed the needs of these students needed to be established in a cost and time efficient way. A program that increased the awareness and importance of school, and one that increased the likelihood of success in the school environment, allowed the selected students to place a greater emphasis on education.

Outcome Objectives

After a 12 week implementation of a relevant curriculum integrating the state minimum math and communication skills, the target group should show an improvement of comprehension skills by a 12 percent increase on the standardized test scores. The scores measured were obtained by three pre and post tests given at the beginning of the twelve week period and at the end of the time frame. The standardized tests used were the Slossan Diagnostic Screening Test (DST) in Achievement, the DST in Math, and the DST in Reading. Each pre and post test was administered and summarized by the writer.

Another objective is a 10 percent increase in attendance as compared with the attendance of the previous three months. Information on attendance would be taken from the records in the school site office. The 10 percent increase should show that relevancy of school work to the students' daily lives was sufficient to induce the desired increase.

A self-esteem inventory and an attitude survey, devised by the writer (Appendix B:51, and Appendix C:53), were used as a pre and post measurement tool. At the end of the 12 week period, 85 percent of the target group should show a 20 percent improvement in positive responses on the self-esteem

inventory. Also, a 50 percent increase in positive responses should be shown on the attitude survey.

In addition, after 12 weeks, critical thinking skills should increase. The targeted group should show a 50 percent increase, as was measured by the difference between a pre and post checklist, developed by the writer (Appendices D:55, and E:57). In conjunction, the targeted group, when acting as peer tutors for potential at-risk students of the lower grades, would eagerly transfer knowledge to these pupils. The writer's observations should confirm this interaction.

CHAPTER II

Research and Solution Strategy

Knowledge and use of the basic math and communication skills are necessary for survival in the adult world. Productive citizens must be able to apply these skills. It is the school's responsibility to teach students these basic skills from an early age (Castor, 1990). The earlier the students comprehend these basic skills and use them, the more successful they will be in the community.

Along with the basic comprehension and use of math and communication skills, students need to develop an ability for critical thinking. The potential higher thinking cannot occur if the basics are not understood. Students-at-risk show little ability in critical thinking, possibly due to the lack of basic knowledge skills. Throughout the primary level, teaching goals deal primarily with skill mastery, independent of their relevant application. This procedure often leaves students in a state of unawareness as to the relevancy of learning, and their day to day lives. "...Students from a broad range of socio-economic and cultural backgrounds do not see school as a

relevant or beneficial experience" (Peck, Law, et al., citing Wehlage, 1983:2). Lack of relevancy will, in turn, cause some students to become apathetic to the entire school atmosphere.

Once apathy sets in, students often do poorly in academics, which often leads to low self-esteem. Also, it may become apparent that with low self-esteem follows low motivation, poor attendance, and poor grades. Thus a vicious cycle begins. Using traditional means of teaching may add to the vicious cycle. The established criteria for distinguishing students-at-risk are thus perpetuated by the traditional method of teaching, and it can begin in the elementary school years.

One of the criteria used when examining students for signs of at-risk behavior is repeated D's or F's in math and communications (Florida Department of Education, 1987). Furthermore, students may also have poor attendance records, low standardized test scores, and retention in one or two grades. Teachers and staff may observe low self-esteem and low motivation among these potential dropouts. Some of these identified characteristics can be found in students as young as six or seven years old. One interviewed dropout stated she quit school when she was in grammar school, "I was there in body but I was not paying attention" (Sheffield and Frankel, 1988:37).

Many times family participation in the student's school life is deficient. Recent research shows that today's families spend an average of 17 hours a week with their children. Also, the study found that the more a family becomes involved with their child's school, the more likely the child will show positive results in all areas pertaining to school (Fort Myers News Press, 1991).

A recent book, containing 23 interviews of dropouts, reinforces the theory that traditional strategies do not work with some students. Contrary to widely held opinions, most dropouts or potential dropouts do not have low ability. Most have average intelligence, and many are highly intelligent. The problem lies in our methods of reaching these students. Many become bored in school. Others felt that as they thought differently, they did not receive due respect for the strategies they used. Again, many came from broken homes which had no family structure (Sheffield and Frankel, 1988).

The problems mentioned can cause very stressful levels in a student, just as they would in an adult. These stresses, in turn, lead to unusual behavior, which in the school setting is usually translated into poor student attitude, and poor grades (Blom, Cheny, and Snoddy, 1986). According to two studies cited by the aforementioned authors, researchers Anthony (1974) and Grezy (1981) agreed that a student who deals with

stress may be labeled as extremely strong in certain character traits. Possibly some of these strong traits are precisely those needed to survive in the adult world, but in a school setting seem inappropriate.

Alternative curriculums have been suggested by numerous educators and theorists. Currently, advocates of change in public education have been looking closely into some of these innovations. One of these theories is that espoused by Glasser (1986). In its briefest form, Glasser theorizes that all an individual strives for in a lifetime is power. Along with gaining power, one reaches a status where others value one's actions, and one thus will develop a satisfying self-esteem.

In the school setting, self-esteem corresponds with the child's ability to succeed. If a student is given an opportunity to experience successful events, the student's self-esteem will rise accordingly. However, many students-at-risk, by the age of seven or eight, have had numerous failures, and therefore have acquired very low self-esteem. Lacking an adequate feeling of power, the student becomes more frustrated in an attempt to succeed, and again, there arises that vicious cycle. Glasser feels that three basic ingredients are needed for learning to take place. Traditional schooling does not lend itself to any of these three.

Glasser's three ingredients are thinking, relevancy, and hands-on experience. Strategies need to be developed which lead to successful learning experiences for all students (1986). The writer implemented an alternative curriculum, integrating basic math and communication skills, through the construction of a wooden dollhouse and its furniture. The relevancy of the project to the students' lives was evident, as all would have some type of housing to maintain in the future. Children need to develop a positive relationship to the real world of work (Baldwin, 1988). Castor has also suggested that students need to be aware of career options as early as possible (1990). Through the construction of the dollhouse, the students became familiar with various related job opportunities that were available in the community.

Smith surveyed 160 students from a rural area in Tennessee (1975). These elementary students had definite plans for the career choices they wished to pursue. It was found that 50 percent of the students surveyed enjoyed working with their hands. The implementation of the dollhouse project gave the targeted group an opportunity to work with their hands on a relevant topic. Also, learning about the housing industry was extremely relevant to the targeted group, as more than one-third of the students' parents or guardians

worked in a related field. A sense of pride was exhibited by students whose parents worked in related fields.

The atmosphere of the classroom was stress free, as suggested by Blom, Cheney and Snoddy (1986). Implementation of the project consumed a majority of the day. Students felt less stressful, as textbooks were only used for reference purposes. The target group participated in more of a play atmosphere.

Glasser's power theory (1990) was also used, as all children succeeded in accomplishing many objectives while in the process of completing the dollhouse. Written evaluation of their success was minimal, and when it was given, it was brief. The implementation, in itself, lent to a non-competitive atmosphere where no one individual was labeled better than another. Cooperative learning was the main classroom strategy used during the project, and as advocates have claimed, more learning and retention should have been gained through this method (American Federation of Teachers, 1989).

Research findings suggest that cooperative learning enhances social skills. It also eliminates the need for an individual to compete; responsibility for success was shared by the group (Bosch, 1991). Students were also guaranteed feedback on their progress, but through a group effort, rather than individually. Heterogeneous grouping also should

encourage peer tutoring, which in turn should reinforce skills learned (Charlotte County School Board, 1989).

Another approach in helping students-at-risk can be found in the Higher Order Thinking Skills (HOTS) developed by Pogrow. Pogrow concluded that the main problem in helping these students was not in the remediation of basic skills, but in the problem of teaching these students to understand the term understanding (1990). The target groups in Pogrow's studies were given thirty-five minute, daily instruction on understanding the term understanding. The writer felt that this is directly related to relevancy to subjects taught in the classroom and every day life. Without the understanding of the term understanding, how can students be expected to relate any material learned to their lives?

Beyer also has developed various models to use when teaching thinking to students (1988). This author contends that there are various ways to teach thinking, but the important aspect is to teach it. Beyer, citing Ennis, has suggested that it is important for thinkers to decide on what to believe or not to believe (1988:186). Also, students must be able to sort out the relevant facts and make a decision as to the accuracy of a statement. When implementing the dollhouse project, the writer incorporated three of the many skills found

in Beyer's work. The targeted group should be able to make clear, concise decisions on information that is given to them.

The writer followed Pogrow's theory, specifically, that which outlined for the students various steps in the thinking process and explained why the steps were followed. Students were also given the opportunity to explain why they proceeded in the direction they chose to reach an objective. Drill and practice were replaced by hands-on experience. Students also experienced the actual results of basic rules that needed to be followed, such as proper sequencing.

Pogrow's research found that teachers and students discovered an untapped ability for use of their knowledge. In particular, at Mary Dill Elementary in Altar Valley, Arizona, 36 percent of the students in the HOTS research found themselves on the honor roll. In Minnesota, 10 percent of the research group in one school were re-evaluated as gifted, rather than at-risk students (1990).

When evaluating the progress of the target group, the writer used few traditional methods, and instead incorporated some ideas that were proposed by Gardner, as cited by Winn (1990). The theory of multiple intelligence suggests that there are other types of intelligence that have been overlooked when traditional testing occurs. The areas of intelligence

which may be disguised are musical, bodily-kinesthetic, intrapersonal, and interpersonal.

In agreement with Gardner, Gage feels that many students have been evaluated by improper measurement tools. Society tends to evaluate on a verbal or logical-math basis, leaving many students of other talents, poorly diagnosed. Some of those improperly diagnosed students are the ones considered to be at-risk (1990).

The writer, when evaluating the group's progress incorporated other means, rather than just paper and pencil tests. Particular attention was given to the bodily-kinesthetic, and interpersonal modalities. The means of evaluation was through careful observation of activities carried out. It was rather apparent to rate bodily-kinesthetics of the children, as this was a major area of intelligence needed for the implementation.

The final area to be addressed was that of parent involvement. Studies have increasingly shown that when a parent becomes involved with their child's education, improvement in all areas of the child's school life increases. Cooperation between the teacher and the parent are definite positives in developing effective schools.

Stedman, as cited by Markstahler, has developed for application, a plan with the urban child in mind. The writer believed Stedman's plan related to rural, as well as urban situations. Treating the parent as a client, and also as a participant in the school setting produced positive effects in two areas. Not only were the positive effects felt by the children, but Stedman concluded that parents who shared in school responsibility, and those who participated in classroom visitation felt their schools were more effective (1990).

The writer invited the parents as guest speakers to discuss their occupations, and how their particular jobs related to housing. Parents were also invited to visit the classroom at any time and participate in the actual project. As a concluding activity, the dollhouse was given away to a student that had been involved in the implementation. An Open House was scheduled so that all interested could view the finished product.

In cooperation with the writer's mentor, the writer coordinated a program which enabled potential at-risk students from other grade levels to participate. The writer coordinated the scheduling of these students, and advised teachers on the progress being made by their students. Various suggestions on different strategies were also discussed during times of consultation with these teachers.

Through the integration of math and communication skills in the proposed alternative curriculum, the writer should see many of the deficit areas of the targeted group show improvement. Both affective and academic areas were addressed. The students should show a gain in comprehension of the basic skills which they encountered. They should show an increase in motivation and self-esteem, and an increase in attendance. The total outcome should give the students and their families increased awareness of the importance of school and its effective function in the community.

CHAPTER III

Method

The writer implemented an alternative curriculum, integrating basic math and communication skills as outlined by the state and required for the fourth grade. The skills were learned through the construction of a wooden dollhouse and its furniture. The target group worked in cooperative groups using various modalities. This implementation also involved perspective at-risk students from each grade level at the writer's site. The writer, with the writer's mentor, aided teachers in selection of these students. The time frame for the implementation was 12 weeks and was divided into three phases.

The writer found that Phase I and Phase II overlapped. This was due to the snowballing effect of parents deciding to present their occupational talks to the target group. The writer found that once a few parents began to participate, others also wished to join in. Table Three on the following page details the implementation timeline.

Table Three

Timeline of Implementation

Phase I Weeks 1-3:

Method: Pretest in Math, Reading, and Achievement, using Slossan Diagnostic Tests; Pretest Self-esteem, and Attitude Surveys; Guest Speakers; Review of books and literature on building homes

Objective: To increase vocabulary and introduce new concepts; Develop listening skills; CTS-select pertinent information to be used, form pertinent questions, and knowledge of sequencing

Phase II Weeks 4-8:

Method: Hands-on construction of dollhouse and furniture

Objective: Application of basic skills; CTS-Solve problems; Work cooperatively; Transfer learned skills verbally, and through written form

Phase III Week 9-12:

Method: SDT, Self-esteem, and Attitude Post-tests; Plan and implement Open House

Objective: Continual application of basic skills; CTS-Question project, sequencing, future use of knowledge acquired, selection of pertinent data; Tally scores from post tests for evaluation

Phase I

In the first phase of the implementation students wrote and sent invitations to their parents and guardians. As approximately one-third of the student's parents had a related job in the housing industry, it was hoped that they would share their job experiences with the class. The speakers would discuss various aspects of their jobs and relate it to the basic skills their children were now acquiring in school. Also, speakers from some local businesses were invited. The occupations that were represented were real estate, plumbing, electrical, land surveying, interior decorating, and landscaping. The major intent of this phase was to introduce new vocabulary and concepts. It also enabled the target group to develop listening skills, skills in questioning, and involve parents in their children's education. This phase lasted three weeks.

In addition, the target group was pre-tested in math, reading, overall achievement, self-esteem, motivation and critical thinking skills (CTS). A self-esteem survey, an attitude survey, and a CTS checklist were devised by the writer, and are included in the Appendices. The reading, math, and achievement scores were obtained from Slossan Diagnostic Tests (SDT) in each respective area. Members of the site staff that had at-risk students involved in the

project gave a pre-evaluation of these students in a brief written statement. Areas stressed with these students were motivation, self-esteem, and verbal comprehension of housing vocabulary and concepts.

The means used to check for CTS in the pretest were varied. Students were each given an opportunity to write a story using the computer, about building a house. Of the 19 students, only four chose this option. In Appendix F:59 are examples of these students' work. Most of the group elected to draw a picture of their dream house.rather than write a story.

Throughout this activity, the writer allowed discourse among the group. The writer was able to observe other areas in the CTS checklist. These included the student's ability to listen, knowledge of categorizing various terms and realizing that they pertained to housing, and the ability to sequence the steps of building a home. Most students were willing to share their work, as peer tutors to the younger children who participated in the project.

Phase II

This phase was the hands-on portion of the implementation and lasted five weeks. Students worked cooperatively in a simulated factory set-up and construction

set-up in the classroom. Five heterogeneous groups were established with each building furniture and a dollhouse. The students chosen from other grades at the site joined the target group two mornings each week for one hour. Basic math and communication concepts were taught, used and reinforced throughout the project. Various activities were used to introduce the skills.

An activity during this phase, which reinforced skills, allowed the students to again write stories that were shared with the primary grades. The target group acted as peer tutors to the kindergarten through third grade students who were working on the project with them. By sharing their written stories with the younger children the targeted group was able to practice oral reading, use new vocabulary, and share their learned knowledge.

In addition, the target group learned to read diagrams and to follow written and pictorial directions. As each step of the process progressed, evidence was also noticed on increased problem solving skills. Some construction errors were made and needed to be corrected in order to proceed to the next step. Sequencing, and following directions were two of the paramount lessons learned. Also, cooperation and group effort soon became the norm as the group became aware that

five pairs of hands worked better than one during assembly time.

Basic math concepts were also introduced or reinforced. Actual blueprints were read and analyzed. Area and perimeter of each room and dollhouse were figured out. Measurement, estimating, and the basic computation skills were used daily.

One activity the group participated in was to measure a square foot area on the floor and tape the area. Estimates were then made on the square footage of the room, and then the actual measurement was taken. Suggestions of what could fit into a one square foot area were made and tried. The next day seven tape measures from home appeared and measurements began of everything in sight. The writer's math volunteer, who helps with the group each week, took a few students to measure areas and perimeters found on the school site.

Computation with money was also used during Phase II. Each student earned a salary, received a paycheck, deposited money into the class bank, and wrote checks for bills. The classroom invoices for the week were compared to real life prices of the adult world. Newspapers were used to compare prices. The targeted group became aware of the value of a paycheck and what advantages there may be to spending and saving wisely. Many consumer education conversations were

held to enable the students to become more informed of the financial matters in their lives.

Phase II of the implementation proved to be a time span that, as with Phase I, seemed to overlap into the next Phase. This hands-on section proved to be the most student oriented activity with endless skills that could be taught and reinforced. To reiterate some of the skills covered, the writer has listed them in Table Four on the following page.

Table Four

Some Skills Used Throughout Implementation of Phases I & II

1. Reading orally
2. Decoding Words
3. Writing Invitations and Thank You Letters
4. Writing Stories
5. Reading Diagrams
6. Following Written and Pictorial Directions
7. Leadership
8. Cooperation
9. Sequencing (CTS)
10. Categorizing (CTS)
11. Problem Solving (CTS)
12. Addition and Subtraction
13. Multiplication and Division
14. Banking
15. Measuring
16. Use of Computer
17. Use of Calculator
18. Finding Perimeter, Area
19. Checking Accounts
20. Consumer Education

Phase III

In the final phase students prepared a display of the dollhouse, and prepared for an Open House. Students had a further opportunity to reinforce learned math and communication skills during this time frame. Cost of the project was figured, invitations were written, and all decided to write a story about building a house. In addition, the targeted group was given post tests and post assessments in the areas mentioned in Phase I, using the SDTs and the writer's developed tests. The pre and post test scores were tallied and compared by the writer. Significant gains were expected in all areas. This phase lasted four weeks.

Throughout the entire implementation, students were carefully monitored and observed. The writer's mentor, the staff members involved, and the writer carefully checked for any students who appeared stressful, or who were having difficulties. Adjustments in the tasks were made accordingly. Other strategies were developed to enable students to feel more comfortable and to experience success.

The writer coordinated schedules of the participating students from the lower grade levels, and advised teachers on the students' progress. When changes were needed in the strategies used, these changes were discussed with the staff

involved. The writer also addressed questions that the teachers had in relation to information on at-risk students.

Continuously, throughout the implementation, emphasis was placed on increasing critical thinking skills. These were evidenced through informal discussions, peer tutoring sessions, and in the production of books to be shared. The measure of success in the critical thinking skills was observed by a pre and post checklist devised by the writer. Higher level thinking skills were also evidenced as the students solved the various problems which arose during Phase II.

Numerous staff members, who were not directly involved, proved to be very cooperative during all phases. Many found additional activities that pertained to housing, and a few volunteered their own family members to speak to the class. The target group became well known to all at the site. Pupils, parents, and teachers were daily stopping by to see how the project was going. The writer's mentor was also very helpful in obtaining many additional resources that were needed, including a volunteer from the community whose special area was math, and enjoyed a hobby of designing and making wood items. The volunteer's expertise enhanced the group's knowledge of various crafts using wood.

One of the strategies that needed change during Phase II was the time factor. The students coming from other classes needed more time to complete some of the work. Schedules were rearranged so that all of these students could spend another morning with the target group, rather than two, one hour meetings. The site staff was very cooperative in any changes made. By the end of Phase II six dollhouses, with furniture, had been completed. Five dollhouses, one from each group, and a class dollhouse had been constructed. Phase III concluded the implementation with a well planned Open House.

CHAPTER IV

Results

When evaluating the data obtained during the implementation, the writer found that all areas addressed did show improvement. Although expected outcomes were slightly below what had been predicted, the results concluded that the alternative method used to teach basic skills may be used to replace traditional methods. It should be noted that 18 students' scores were gathered as one student withdrew prior to testing. The following analysis confirms the above.

Using the Slossan Diagnostic Tests (SDT) in reading, math, and achievement the writer anticipated a 12 percent increase in scores for the entire group. The data collected from pre and post test scores revealed that all student's scores had not increased. In reading, in particular word recognition, 77 percent of the students increased an average 1.3 grade equivalent (G.E.) or 43.7 percent (Appendix G:61). The overall achievement scores, which tested science, social studies, and the arts, showed that 27 percent of the students

had gained an average of 8.3 percent or .2 G.E. (Appendix H:63. Finally, in math, 55 percent of the students revealed an increase of 37.3 percent or roughly a 1.0 G.E. increase (Appendix I:65).

The writer also gave the math post test a second time allowing students to use calculators. The reason the writer chose this added activity was because the school district has been recommending use of calculators. The theory is that students still need to learn a process before using the calculator. This did allow students to be more accurate and obtain scores at a level with peers.

The results of the scores using the calculator revealed that 77 percent of the students increased an average of 63.2 percent or 1.8 G.E. (Appendix J:67). Use of the calculators show most of the PSL students with a G.E. of 4.6 or higher. An increase in total students with raised scores was evidenced.

Although the reading, math, and achievement scores did not reach projections, the increases gained confirmed the hypothesis that the subjects assessed could be successfully taught in an alternative method. The writer also wishes it to be noted that one month prior to the post testing, the targeted group had just completed a battery of tests distributed by the district. Thus the writer concluded that a number of the

students may have been tested out and post test results might be lower than possible.

Another area where gains were noticed was in attendance. The data collected came from school records for the 60 school days prior to implementation and the 60 school days during implementation (Appendix K:69). The expected outcome was a 10 percent increase. The results revealed that 66 percent of the students gain an average of 5 percent. It should be noted that the writer over-projected with a 10 percent gain. If the pre-attendance had been taken in an earlier 60 day period, the results would have been higher, as more absences were recorded in the beginning of the school year.

The data on critical thinking skills (CTS) proved to be the most difficult to collect. The writer devised two checklists, one for interaction with peers, and one addressing written communication. Examples of each checklist can be found in the appendices.

As very few students elected to write a story during Phase I and yet all chose to write one at the end of Phase III, the post scores most evidently show a gain. As seen in the results for the written communication CTS, Appendix L:71, 35 more CTS were used or a 22 percent gain. Each student's work was observed and checked by the writer using an 11 point

checklist. Observations were made in the areas of the number of characters, descriptive words, knowledge of sequencing, and willingness to share the story with others.

Many students wrote in report form, while others listed sentences in sequence. Again, some of the pre and post examples can be found in the appendices. When trying to evaluate without a pre-sample, the writer found this task difficult. Therefore, the writer suggests that in future implementations all students will need to write a pre and post story. This will enable the writer to evaluate more uniformly.

The second CTS observations, those with interaction with peers, was easier to assess. Scores indicated a class gain of 39 percent as found in Appendix M:73. As students became comfortable working in the cooperative groups, the writer observed significant transfer of knowledge. Many students willingly helped those of other groups. Also, when the younger participants, from the primary grades, joined the class the target group quickly and correctly updated the children on what had progressed during the absences.

In addition, during the Open House of Phase III, the target group became guides. The writer was able to observe recall and transfer of knowledge retained as it was shared with the

guests. These students were responsible for explaining many aspects of Phase I, II, and III.

The three main objectives of CTS were evidenced. As the guides gained confidence, the explanations became explicit and detailed. Pertinent facts were used and relevant information surfaced. Sequencing was evident as the students transferred the knowledge to others.

Appendix M:73 shows a class gain of 39 percent with these CTS. Although the expected outcome of a 50 percent increase was not reached, a significant gain was apparent. The PSL students did not hesitate to interact with any guest or peer at the Open House or throughout Phase II.

When evaluating the affective domains of attitude and self-esteem, the writer had devised the two tools used in assessment. These areas also proved to be difficult to evaluate. The group read the surveys with no guidance from the writer. It is suggested that when using these surveys the examiner read them orally to the group. Many students had difficulty reading them unaided, and thus had difficulty in answering the questions.

Nevertheless, significant gains were seen in both areas. As evidenced by the scores, Appendices N:75 and O:77, the number of yes responses increased. The attitude survey revealed 66 percent of the group had an average increase of 31

percent. Although the 50 percent increase was not realized, a closer look made it apparent that the target group as a whole did not begin with a poor attitude.

The same conclusion can be seen in the results of the self-esteem inventory. The expected 20 percent gain in 85 percent of the group was not reached. However, 55 percent of the group had an average gain of 20.9 percent. Again, the students had begun with a relatively high self-esteem. However, the scores did show a considerable increase to warrant merit in the project.

An added benefit of increased self-esteem and attitude was also apparent in the staff, parents, and guests in the classroom. Many claims were made by prior teachers to past students. Also, the writer was told of possible funding for a future project by a community organization. The target group had not only gained self-esteem and pride, but the site staff, parents, and community members displayed a more positive feeling about the PSL group and school as a whole.

Parent involvement, another area addressed, had also increased. Five parents participated as speakers, three parents donated materials, and nine parents attended the Open House. The writer compared this to past parent PSL participation and noticed involvement had improved.

The final area of concern was the participation of students from the primary grades selected to join the group. These students were eager to join the project, and the teachers saw renewed interest in school. Teachers reported that activities were eagerly shared by the select group. The status gained from the non-participating peers allowed the participating students to know success and status. A few of the comments received can be located in Appendix P:79.

The implementation of the dollhouse project proved to be successful. The students had displayed a new level of concentration and a higher level of motivation. Any increases in the various areas noted by the writer, reassured the writer that alternative methods of teaching the basic skills can replace or complement the curriculum for at-risk students.

CHAPTER V

Recommendations

The very nature of vocational education in the elementary school level is relatively new. At the writer's site, many staff members have expressed an interest in the outline of the plan used for implementation. The writer has shared the results and ideas discovered with members of the staff. Provisions have also been made for funding to purchase the necessary supplies to carry out the project in the next school year.

Many teachers have also requested more literature on at-risk students and the writer has shared any materials available. The writer has also suggested to the District Prevention Coordinator that a library of such materials be established. As of the last district's PSL meeting, a county library will be established next year to enable any district educator easy access to such requested materials.

The writer also has plans to share the dollhouse project at the next regional Dropout Prevention Share-a-thon held in the fall. This will enable educators from 13 counties to take a closer look at specific data and review another option that might possibly be used with at-risk students. The writer will recommend that educators adjust each phase of the project according to the nature of the groups involved.

It was also noted that implementation would be more effective if not interrupted by standardized testing. If a truer evaluation of the project is a major goal, this could be affected by over testing. Therefore the time frame of implementation needs to be selected with care.

The writer has included in Appendix Q:81 some of the skills that can be incorporated in the project. Depending on the time allotted, all or some of them may be stressed during implementation. Again the writer cautions, the characteristics of each class will determine which skills need to be addressed.

The data collected has revealed that success for at-risk students can be achieved in a non-traditional method. Vocational education, with relevancy in subject areas taught, does allow students to succeed. This success enables students to become more productive members of society.

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Appendices

Appendix A

Standardized Test Results Used for Chapter 1 Reading Lab Qualifications

Appendix A

Spring 1990 total reading test scores.
* 39% or lower qualifies for Chapter 1 Reading Lab

Student *	Total Reading %
A	30
C	33
D	20
E	10
F	7
G	22
H	33
I	4
J	14
L	27
M	29
N	16
O	10
Q	12

* Students B, K, P, and R scored above 39% and therefore did not qualify

Appendix B

Self-Esteem Inventory

Appendix B

Self-Esteem Inventory

Name_____Date_____

Answer each question either YES or NO. There is no right or wrong answer.

1.	I have fun with my parents.	Yes	No
2.	I usually do the right thing.	Yes	No
3.	I always listen to others.	Yes	No
4.	I like being who I am.	Yes	No
5.	I feel happy when I am at home.	Yes	No
6.	Kids my age like me.	Yes	No
7.	I am usually happy.	Yes	No
8.	I am good at some things.	Yes	No
9.	I like to be with other people.	Yes	No
10.	I never want to be someone else.	Yes	No
11.	I am very dependable.	Yes	No
12.	My teachers understand me.	Yes	No
13.	My brothers and sisters like me.	Yes	No
14.	I do not like to be scolded.	Yes	No
15.	I get upset very easily.	Yes	No
16.	I have a lot of friends.	Yes	No
17.	I try my best at home.	Yes	No
18.	I try my best at school.	Yes	No
19.	I like to talk in front of the class.	Yes	No
20.	I am not shy.	Yes	No
21.	I have a few things I can do well.	Yes	No
22.	I like being me.	Yes	No
23.	I like where I live.	Yes	No
24.	I always do my very best.	Yes	No
25.	I know I am a happy person.	Yes	No
26.	I like being my age.	Yes	No
27.	I know I am special.	Yes	No
28.	I like anything that is different.	Yes	No
29.	I am a person who never worries.	Yes	No
30.	I can take care of myself.	Yes	No
31.	I like being what I am.	Yes	No
32.	I am comfortable with other people.	Yes	No
33.	I know why I sometimes get scolded.	Yes	No
34.	I never get scolded.	Yes	No
35.	I am not ashamed of my family.	Yes	No
36.	I am not ashamed of me.	Yes	No
37.	I like these kind of questions.	Yes	No
38.	I do like to talk about myself.	Yes	No
39.	I like to talk about others.	Yes	No
40.	I make friends easily.	Yes	No

Appendix C

Attitude Survey

Appendix C

Name_____ Date_____
Circle Yes or No for each question.

ATTITUDE SURVEY

1	I like being in school.	Yes	No
2.	On school days, I jump out of bed eagerly.	Yes	No
3.	School means a lot of hard work, but it is worth it.	Yes	No
4.	My parents like to check my school work.	Yes	No
5	My parents visit the school, and the teacher.	Yes	No
6.	My favorite subject is Reading.	Yes	No
7.	My favorite subject is Math.	Yes	No
8.	I like all subjects.	Yes	No
9.	My teachers try to help me.	Yes	No
10.	My parents help me with schoolwork.	Yes	No
11.	I would rather go to school than stay home.	Yes	No
12.	I have a lot of friends in school.	Yes	No
13.	Everyone at school helps me.	Yes	No
14.	I go to school almost every day.	Yes	No
15.	When I am absent it is because I am sick.	Yes	No
16.	I feel school is important.	Yes	No
17.	My parents feel school is important.	Yes	No
18.	Learning in school will help me live a better life, and get a good job.	Yes	No
19.	When I learn things in school it makes me feel good.	Yes	No
20.	The more I learn the better chance I have of getting a good job.	Yes	No

Appendix D

Critical Thinking Checklist With Peers

Appendix D

Critical Thinking Skills Checklist

Student's Name _____ Date _____

Skill Used in Interaction With Others:

___ 1. Student was able to explain, in detail, a specific direction to another.

___ 2. Student chose alternative words when speaking about a subject.

___ 3. Student used descriptive words during conversation.

___ 4. Student used various strategies in solving a problem.

___ 5. Student listened while others were talking.

___ 6. Student transferred others' ideas into their ideas.

___ 7. Student answered questions within a reasonable time frame.

___ 8. Student, as peer tutor, adjusted words to level of others involved.

___ 9. Student, as peer tutor, was able to explain learned concepts.

___10. Student initiated tackling a problem prior to another's suggestions.

Appendix E

Critical Thinking Checklist Creative Writing

Appendix E

Critical Thinking Checklist

Student Name _____ Date _____

Skills Used in Creative Writing:

___ 1. Student elected to write a story.

___ 2. Student chose an appropriate topic.

___ 3. Student chose more than one character to be in story.

___ 4. Student used descriptive words.

___ 5. Student discussed various ways to write the story.

___ 6. Student showed knowledge of sequencing in story.

___ 7. Student willing shared story with peers.

___ 8. Student listened to peers suggestions.

___ 9. Student revised story as thoughts and suggestions were made.

___ 10. Student, as a peer tutor, willingly shared story with younger children.

___ 11. Student was able to interest others in knowledge learned.

Appendix F
Student Written Communication Pre and Post Examples

Appendix F

Student Written Communication Pre and Post Examples

wean you buy a lot you some times went to put a house on the lot. It takes a lot of time and work.It takes a lot of mouny and time to make a house. You have to have blue prents to make a house. Now you have your house.

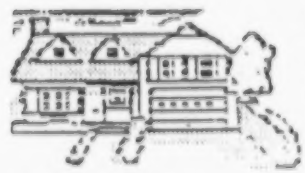
Pre #1

This is my story on building a house. My Dad survey's on house's and landes. I Like my house my yard.

Pre #2

When I first saw the dollhouse I thought it was going to be hard, but after I got in it, it was easy.The thing I liked best was painting.I learned that it is very hard building a dollhouse.First I had to take a piece of wood and we had to label the wood, then we had to split the pieces out of the wood, then we had to sandpaper the pieces, then we had to try to put the pieces together to see how they were going to come out.Then we had paint the furniture then we glued the pieces together, then we had to look at the

Post #2



Dollhouse you are so fin. Dollhouse you are min. Dollhouse you make me sing. Dollhouse you make the world fin. Dollhouse you are good.

Pre #3

I learned that it takes a lot of patience to put a dollhouse together. You need to know how to read directions. You need to label the pieces and punch them out. You need to sand paper the pieces. You need to read the directions and try to put it together. You need to paint it. When we were working on the dollhouse we heard a banker, electrician, cement finisher and a realtor. I enjoyed painting the dollhouse the most.I had a lot of fun.We had to draw a floor plan and draw our dream house. We had to do a lot of work to make the dollhouse. We had to take a big test on the dollhouse. We had to find the perimeter of the dollhouse. It was fun but it was a lot of hard work.

Post #1

How to Build A Dollhouse

I learned that there are lots of things to build a dollhouse. We need supplies like wood, lumber, glass, and cement.

Step 1: Go buy supplies.

Step 2: Put down cement.

Step 3: Build house.

Step 4: Move in.

Step 5: Put down rug. Put up wall paper.

I heard a Realtor and a banker and a builder and an electrician. I enjoyed those people and I enjoyed doing the furniture and making the dollhouse and putting up the wall paper and doing the rug. The most fun was listening to the people. I liked them. They gave new ideas for a job.

Post #3

BEST COPY AVAILABLE

Appendix G

SDT Reading Scores

Appendix G

SDT Reading Scores: Pre and Post
(Given in G.E.)
Word Recognition

Student	Pre	Post	% Change
A	2.8	4.5	60.7
B	3.5	5.7	62.8
C	2.6	3.5	34.6
D	2.9	2.7	7.9
E	5.4	5.4	0
F	2.8	2.8	0
G	3.6	3.2	12.2
H	2.7	3.8	40.7
I	1.4	2.4	71.4
J	1.5	3.7	46.6
K	2.8	3.6	28.5
L	2.6	3.5	34.6
M	2,8	3.7	32.1
N	2.3	3.2	39.1
O	2.5	3.5	40.0
P	2.4	4.5	87.5
Q	2.7	2.8	3.7
R	3.5	5.4	54.2

Results show 77% of students increased an average of approximately 1.3 G.E. or 43.7%

Appendix H

SDT Achievement Scores

Appendix H

SDT Achievement Scores
Science, Social Studies, Literature, The Arts
(Results given in G.E.)

Student	Pre	Post	% Change
A	7.4	4.1	-45.6
B	6.9	3.5	-49.3
C	3.7	3.8	2.7
D	2.8	2.8	0
E	2.6	3.0	15.3
F	2.6	2.5	-3.9
G	2.6	2.8	7.6
H	3.4	3.5	2.9
I	2.4	1.4	-41.7
J	4.9	2.6	-47.0
K	3.8	2.6	-31.6
L	4.9	2.9	-40.9
M	4.4	4.1	-6.9
N	3.1	2.6	-16.2
O	2.7	2.5	-7.5
P	4.5	5.1	13.3
Q	2.4	5.1	13.3
R	3.5	3.5	0

Results show 27% of students showed an average of .2 G.E. gain or 8.3%

Appendix I

SDT Math Scores

Appendix I

SDT Math Scores *
(Results given in G.E.)

Student	Pre Test	Post Test	% Change
A	2.7	4.2	55.5
B	2.7	3.8	40.7
C	5.2	3.4	-34.7
D	2.7	2.7	0.0
E	3.0	3.4	13.3
F	2.5	2.5	0.0
G	3.4	4.4	29.4
H	2.7	4.7	74.0
I	3.4	3.4	0.0
J	2.3	2.7	17.3
K	5.2	4.6	-11.6
L	4.2	3.8	-9.6
M	4.6	4.6	0.0
N	2.7	4.6	70.3
O	2.5	2.5	0.0
P	4.7	4.4	6.4
Q	4.0	4.4	10.0
R	3.0	4.7	56.6

* Scores Shown in G.E.

55% of students showed an increase of ≈ G.E. or 37.3%

Appendix J

SDT Math Scores Using Calculators

Appendix J

SDT Math Scores Using Calculators
(Results given in G.E.)

Student	Pre Test	Post Test	% Change
A	2.7	5.0	85.1
B	2.7	5.0	85.1
C	5.2	5.2	0.00
D	2.7	5.5	103.7
E	3.0	4.6	53.3
F	2.5	3.8	52.0
G	3.4	4.7	38.2
H	2.7	4.9	81.4
I	3.4	4.0	17.6
J	2.3	4.6	100.0
K	5.2	4.7	-9.7
L	4.2	4.2	0.0
M	4.6	3.4	-26.1
N	2.7	4.7	74.0
O	2.5	4.0	60.0
P	4.7	5.2	10.6
Q	4.0	5.5	37.5
R	3.0	5.6	86.6

Scores shown in G.E.

77% of students showed an average increase of 1.8 G.E. or 63.2%

Appendix K

Attendance

Appendix K

Attendance

Student	Pre *	Post *	% Change
A	56	59	5.3
B	58	60	3.5
C	59	58	-2.7
D	54	48	-12.0
E	54	55	1.8
F	60	60	0.0
G	58	59	1.7
H	51	57	11.7
I	48	48	0.0
J	58	60	3.4
K	54	53	-2.0
L	58	56	-4.0
M	54	56	3.7
N	58	59	1.7
O	59	60	1.6
P	57	60	5.2
Q	52	57	9.6
R	54	60	11.1

* Possible days in attendance 60

Results indicate 66% of students showed an average increase of 5%.

Appendix L

CTS Scores in Creative Writing

Appendix L

CTS Scores in Creative Writing

Student	Pre Observation Score *	Post Observation Score *
A	0	2
B	8	9
C	3	7
D	5	7
E	2	4
F	1	0
G	1	5
H	1	5
I	0	1
J	3	3
K	3	5
L	0	3
M	0	2
N	1	5
O	0	3
P	3	5
Q	0	3
R	3	4
Total	34	69

(Increase of 35 more CTS used in Post Observation - 202% gain)

* Possible Score 11 - Based on number of CTS observed by the writer.

Appendix M

CTS Scores in Interaction With Peers

Appendix M

CTS Scores in Interaction With Peers

Student	Pre Observation Score *	Post Observation Score *
A	2	5
B	6	10
C	5	7
D	3	7
E	1	1
F	5	7
G	3	3
H	7	6
I	1	0
J	2	6
K	0	1
L	2	1
M	0	2
N	3	6
O	1	1
P	7	9
Q	3	2
R	4	4
Total	56	78

(Increase of 22 CTS used in Post Observation - 39% gain)

* Possible score 40 - based on number of CTS observed by the writer.

Appendix N

Attitude Survey

Appendix N

Attitude Survey

Number of Yes Responses

Student	Pre Test *	Post Test	% Change
A	19	16	-16
B	14	18	*28
C	9	13	+44
D	10	9	-10
E	14	16	+14
F	16	10	-3
G	11	15	+36
H	16	15	-.5
I	16	19	+18
J	14	19	+35
K	11	17	+54
L	12	14	+16
M	15	18	+20
N	16	15	-.5
O	13	15	+15
P	12	12	0
Q	14	15	+7
R	11	14	+27

66% of students increase with average increase of 31%

* Possible Score 20

Appendix O

Self-Esteem Inventory

Appendix O

Self-Esteem Inventory

Number of Yes Responses

Student	Pre Test *	Post Test	% Change
A	40	36	-10
B	30	36	20
C	24	24	0
D	18	15	-17
E	29	28	-4
F	31	25	-10
G	22	28	27
H	28	32	14
I	29	39	34
J	39	32	-18
K	19	25	31
L	28	30	7
M	32	29	-10
N	39	31	-2
O	26	30	15
P	26	31	19
Q	27	31	14
R	25	32	28

55% of students showed increases with average increase of 20.9%

* Possible Score 40

Appendix P

Staff Comments

Staff Comments

Children were always enthusiastic about going. One child always wants to go to nurse, when I mentioned your class she stopped asking to go.
Both children smiled and looked proud when I praised them about the project in front of the class.
One child did not like school in the beginning of the year. Now he enjoys school. By making him a special helper he has become more excited about school. I feel that your project made him feel even more special.

enjoyed putting it together as a hands-on project
learned how to make a doll house property.
Read directions that were not too hard!
Learned from watching the group who had to take their space!

My ESE (SLD) students who became involved in the project learned a great deal! They thoroughly enjoyed laying out the house plot and then the detailing of the landscaping.

enjoyed it very much!
Learned to have patience with building things
Other students helped with instructions

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Appendix Q

Skills That May Be Covered

Appendix Q

Skills That May Be Covered

Math

Addition
Subtraction
Multiplication
Division
Meassurement
Area & Perimeter
Averages
Writing Checks
Banking
Geometric Shapes
Use of Calculator
Percentages

Communication

Reading Diagrams
Following Direction
Visualizing
Decoding Words
Comprehension
Increasing vocabulary
Note Taking
Use of Computer
Writing Letters
Filling out Applications
Reading Blueprints
Writing Reports
Aerial maps
Listening
Use of Reference Materials
Writing Stories

Appendix Q Continued

Critical Thinking Skills	Social & Survival Skills
Categorizing	Cooperating
Sequencing	Patience
Sorting Relevant Facts	Listening
Creative Problem Solving	Career Awareness
Brainstorming	Consumer Awareness
Webbing	Leadership
Comparisons	
Evaluating	
Summarizing	